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ABSTRACT

A study analyzed and reviewed corrections education programs for adult criminal offenders in Georgia correctional institutions. The following educational services were available: literacy/remedial reading, adult basic education, General Education Development, special education, vocational and on-the-job training (OJT), and college-level programs. Based on the Wide Range Achievement Test reading scores, less than 19 percent of the inmates read at the 12th-grade or higher level. The Department of Corrections provided programs to upgrade academic skills prior to vocational enrollment and upgraded academic skills concurrently with enrollment in vocational programs. Vocational-technical education consisted of classroom laboratories and OJT programs, and programs were offered in 35 general areas. Adult correctional vocational education programs were reviewed relative to two criteria useful in assessing vocational education programs: employability and the ability to make an adequate wage. Yearly audits gathered information on program needs, quality of instruction, and curriculum changes that have occurred. A number of challenges for corrections education were identified: security, variety of programming, bed availability, transfers, workers for Correctional Industries, and attendance. Recommendations were made relative to education and recidivism, transition services, employability skills and adequate wages, women inmates, and OJT. (A chart illustrating types and locations of educational programs is appended.) (YLB)

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ED 391 880

VOCATIONAL-TECHNICAL EDUCATION IN GEORGIA'S CORRECTIONAL FACILITIES

ADULTS IN TRANSITION

GEORGIA COUNCIL ON VOCATIONAL EDUCATION

March, 1995

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GEORGIA COUNCIL ON VOCATIONAL EDUCATION

March, 1995

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Rationale For The Corrections Education Study

This study to analyze and review corrections education programs for adult criminal offenders in state correctional institutions was conducted by the Georgia Council on Vocational Education (GCOVE) in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Although corrections education programs in each of the states have received 1% of their states' basic grant from Perkins funds since 1984, it was not until the Act was reauthorized in 1990 that state councils on vocational education have been required to evaluate such programs.

In Georgia, occupational and other education programs are made available to adult criminal offenders through the Georgia Department of Corrections (GDC) and to juvenile criminal offenders through the Department of Children and Youth Services (DCYS). This study addresses education programs delivered through GDC. A subsequent study will address programs delivered through DCYS.

GCOVE invited staff from GDC to make suggestions about the types of baseline data that they felt should be included in this first report. The purpose of requesting this input was to help assure that findings from this study and subsequent studies would provide meaningful feedback for program improvement--in addition to meeting the Perkins mandate.

For this report, the period of review includes fiscal year FY 1993 which covers July 1, 1992 through June 30, 1993 and FY 1994 which covers July 1, 1993 through June 30, 1994. GCOVE developed the conclusions and recommendations in this report by reviewing background literature; obtaining verbal information from state agency personnel at GDC; analyzing the data contained within routinely generated reports; and visiting three state adult correctional facilities at which administrators, instructors, counselors, and inmates/students were interviewed.

Duties of State Corrections Educational Agencies

In Section 225 of the Perkins Act it states that as each State corrections educational agency carries out a vocational education program for criminal offenders, it should:

"(1) give special consideration to—

(A) providing services to offenders who are completing their sentences and preparing for release; and

(B) providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs;

(2) provide vocational education programs for women who are incarcerated;

(3) improve equipment; and

(4) in cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release."

Charge and Mission for Georgia Adult Corrections Education Programs

The State Board of Corrections has charged the Department of Corrections to "...provide for inmates' academic, vocational, and on-the-job training, consistent with inmates' education interests and needs." In turn, the Department of Corrections has developed a mission statement for vocational education programs which states:

> *"....it is the mission of correctional education generally and vocational education specifically to provide offenders with opportunities to acquire skills, knowledge, and abilities which will facilitate and empower them to become productive, self-sufficient members of society."*

Education Services Available to Adult Inmates

In keeping with these goals, every Georgia state correctional institution provides instruction in literacy or remedial reading and instruction for the General Education Development (GED) examination. Any offender who has not earned a high school diploma may apply to take the GED examination and earn an equivalency diploma in lieu of a high school diploma.

Special education for learning handicapped students is available at selected sites. A variety of vocational, on-the-job training, and college-level programs are also operated at selected facilities. (The college-level programs are funded through federal Pell grants.)

There are a number of challenges vocational educators face in correctional institutions that traditional vocational educators do not have. These challenges, as well as GDC's efforts to meet and overcome them, are discussed in a later section.

As shown in the chart on the next page, in FY'93 and FY'94 the total enrollment in education programs in the 32 state correctional institutions was 6,576 and 6,881, respectively. According to the GDC *1993 Fact Book* and GDC records, approximately 29% of the inmates in these institutions participate in an education program at a given time, which is consistent with the percentage in 1992.

In addition to providing for educational services to be delivered to inmates, GDC staff also provide technical assistance on education-related matters to county correctional institutions (particularly relative to securing resources through community adult education programs). GDC personnel are also available to provide information and assistance to education staff at various state facilities, including Detention, Transitional, Diversion Centers, and Boot Camps.

TABLE 1

ENROLLMENT BY PROGRAM TYPE (as of June 30, 1993 & 1994)			
PROGRAM	**NUMBER OF INMATES IN PROGRAM**		**FUNCTIONAL READING LEVEL OF PROGRAM PARTICIPANTS**
	FY 1993	**FY 1994**	
Literacy/Remedial Reading	1,104	1,159	Below 5th grade
Adult Basic Education	1,326	1,392	Between 5.0 - 7.9
GED	1,032	1,083	At or above 8th grade without a high school diploma
Special Education	224	282	Specialized instruction for learning handicapped
Vocational and OJT	1,623	1,685	Classroom laboratory
College	1,267	1,280	Meets the entry requirements of the sponsoring college
TOTAL (Receiving Educational Services)	6,576	6,881	
TOTAL PRISON POPULATION	26,711	30,221	

Sources: *1993 Fact Book*; GDC Statistical Office

Types of Facilities

Detention facilities house inmates who may only leave the premises under supervision. The inmates work in groups and are supervised by GDC staff during the entire work detail.

Transitional facilities are halfway houses for inmates who have served their sentences and are about to be released from prison. If an inmate has employment, he or she may leave the facility without supervision during work hours.

A *Diversion Center* is a halfway house for inmates who have been recently sentenced. Diversion Centers offer judges an alternative to probation (provisional freedom) and incarceration (locked confinement) for adult offenders. Inmates housed in Diversion Centers must maintain full time employment from which they pay room and board, fines, restitution, medical and dental expenses, taxes, dependents' support and other financial obligations. Diversion Center inmates, like their Transitional counterparts, may leave the facility unsupervised during their employment hours.

There are also two types of *Boot Camps*. First, there are Inmate Boot Camps which target offenders who are 30 years of age or younger, are convicted on a nonviolent offense, and are sentenced to serve 10 years or less. Second, there are Probation Boot Camps which target

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TABLE 2

INMATE POPULATION BY FACILITY			
TYPE OF FACILITY	**NUMBER OF FACILITIES**	**NUMBER OF INMATES HOUSED**	
		FY' 93	**FY' 94**
State Institutions	32	21,356	24,870
County Institutions	28	3,767	3,756
Transitional Centers	5	732	795
Boot Camps	8	837	767
Other*		19	33
TOTAL		26,711	30,221

Sources: *1993 Fact Book*, GDC Statistical Office

*Note: "Other" category means the prisoner was temporarily out of the facility at the time of the report. For example, the prisoner may have been receiving treatment at Central State Hospital, or may have been in another state serving multiple sentences.

felony offenders who are 30 years of age or younger and do not need long-term incarceration, but need a short period of confinement in which to experience the realities of prison life. Vocational education is not offered at Boot Camps, although academic services are available.

The Department of Corrections operates 32 state institutions. These institutions housed 26,711 inmates in FY'93, and 30,221 in FY'94. In addition, GDC housed inmates in 28 county institutions, 5 Transitional Centers , and 8 Boot Camps. *County institutions* have a work mission and operate under the direction of their County Commissioners. State inmates housed in county institutions perform the same work details as the county inmates. GDC has no formal involvement with the academic or vocational education programs at the county institutions.

Transitional Services

During FY'93 and FY'94, GDC did not offer any special services to help inmates reintegrate into society. However, GDC recognizes the need for such services and is seeking funding to add a Director of Employability and Transition. Also, in FY'94, the Volunteer Services Section of the Offender Services Division of GDC began a transitional program which is staffed by community volunteers. This is a small pilot project designed to provide transitional services and mentoring to inmates. Citizen volunteers agree to a one year commitment to the program. The volunteer spends approximately 6 months with the inmate prior to release from prison to help him or her make plans for a return to society. Such plans may include determining where to live, addressing educational needs, conducting job searches, handling stress, and so on. After the inmate has been released, the citizen volunteer continues to help the former inmate solve problems concerning living and working.

...the Volunteer Services Section of the Offender Services Division of GDC began a transitional program in FY 1994 which is staffed by community volunteers

Characteristics of Adult Inmates: Demographics

As the following chart shows, the inmate population consists of predominately nonwhite males aged 22 to 39. As is indicated in the chart, the percentage of incarcerated women is very small in comparison to the number of men.

TABLE 3

ADULT INMATE DEMOGRAPHICS

DESCRIPTION		NUMBER		PERCENTAGE OF TOTAL INMATE POPULATION	
		FY'93	FY'94	FY'93	FY'94
Gender					
	Men	25,120	28,375	94%	94%
	Women	1,591	1,846	6%	6%
Race					
	White Men	7,946	9,009	30%	30%
	Non-White Men	17,174	19,366	64%	64%
	White Women	552	666	2%	2%
	Non-White Women	1,039	1,180	4%	4%
Age Group					
	Men				
	21 and under *	2,548	2,925	10%	10%
	22 - 39	17,783	19,717	67%	65%
	40 - 54	4,128	4,885	15%	16%
	55 - 99	661	848	2%	3%
	Women				
	21 and under *	87	76	<1%	<1%
	22 - 39	1,201	1,438	4%	5%
	40 - 54	268	289	1%	1%
	55 - 99	35	43	<1%	<1%
TOTAL		26,711	30,221	100%	100%

*Population can be as young as 13; however, ages are generally 17-21

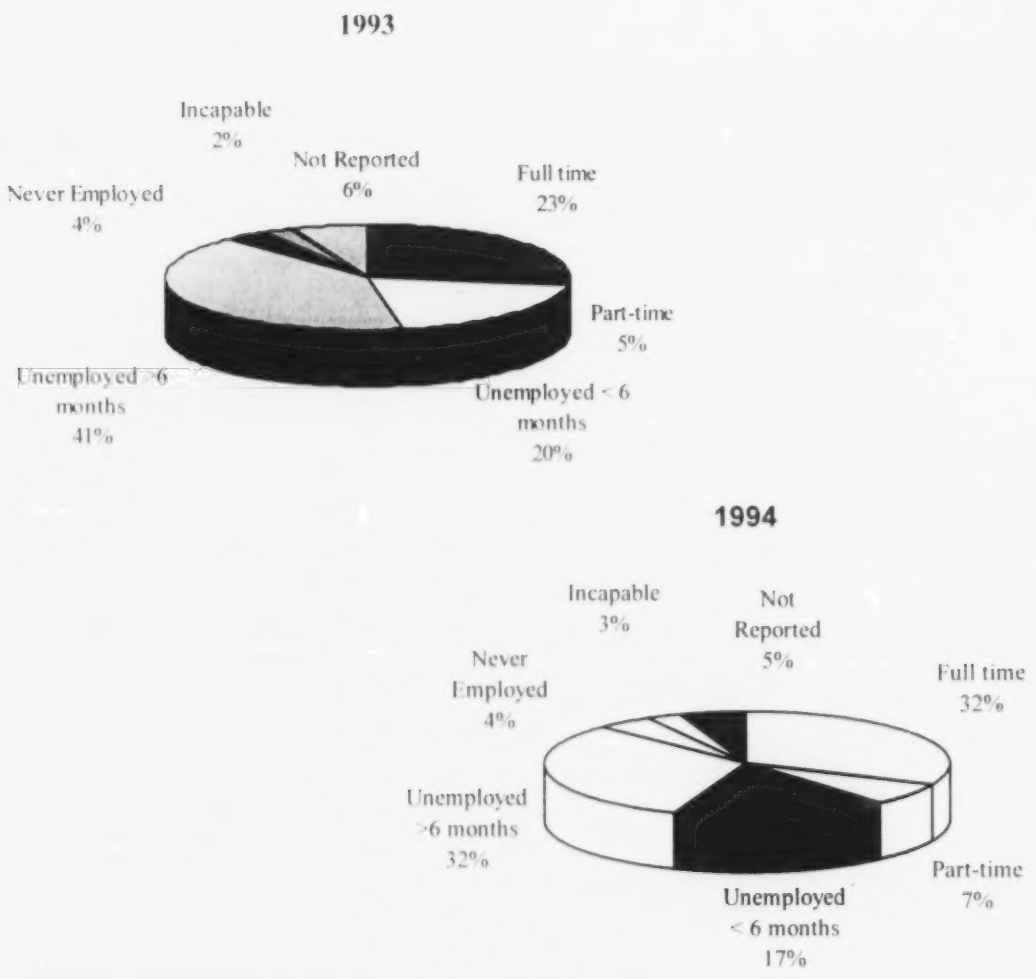
Sources: *1993 Fact Book*; GDC Statistical Office

Characteristics of Adult Inmates: Employment Status

Many of Georgia's inmates have not held meaningful employment for any extended period of time. According to self-reports, in FY'93 only 23% of the total inmate population reported that they were employed full time at the time of arrest. However, more inmates (32%) reported full time employment in FY'94. In FY'93 approximately 41% of the inmates had been unemployed for more than six months prior to arrest; while the number decreased to 32% in FY'94. Further, in both fiscal years, 4% of the total inmate population reported they had never been employed.

FIGURE 1

EMPLOYMENT STATUS OF INMATES



Sources: *1993 Fact Book*; GDC Statistical Office

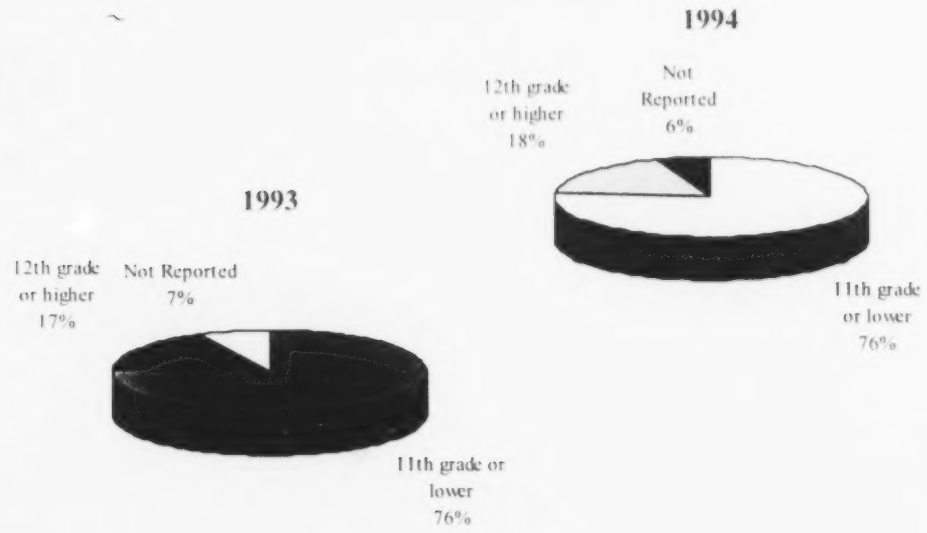
Characteristics of Adult Inmates: Academic Skills

Research literature indicates that, *in general,* people tend to report higher levels of educational attainment than they actually evidence on screening tests. Based on data collected by the GDC, the Georgia inmate population seems to be no different in this regard than the general population.

The screening test that the GDC routinely administers is the Wide Range Achievement Test (WRAT). The WRAT is used to provide an initial assessment of inmates' reading, math, and spelling abilities. In both FY'93 and FY'94, approximately 37% of the inmate population reported an educational level of 12th grade or higher. However, based on the WRAT Reading scores, only 19% of the inmates read at the 12th grade or higher level, as may be seen in the following pie charts.

FIGURE 2

WRAT READING SCORES



Sources: *1993 Fact Book*; GDC Statistical Office

Academic Education Programs

Data indicates that the literacy level of the prison population is not advanced as that of the general citizenry of Georgia. According to the *1990 Georgia Census of Population and Housing Summary*, approximately 71% of the adult population in the State, age 25 and older, had an educational level of high school graduate or higher, compared to about 17-18% in the prison population. Enrollment in vocational education programs is impacted by the low level literacy skills of the inmates; failure to perform at a particular level of literacy may cause failure in a vocational education program. The Department of Corrections addresses this issue by:

1. **Providing programs to upgrade academic skills prior to vocational enrollment.** GDC offers educational opportunities to prepare the inmate for vocational or college-level education with the programs listed below. For information about the availability of these programs, see Table 1, "Enrollment by Program Type," on page 3.

- Literacy
- Remedial Reading
- Adult Basic Education
- General Education Development (GED)
- Special Education

Once the inmate completes work at an appropriate reading and literacy level, he or she can transfer into a vocational-technical education program.

During FY'93, approximately 1,280 inmates earned a GED diploma; 1,372 did so during FY'94. The GED completion rate for inmates is 78%. This is above the rate for adults in Georgia's general population. The Department of Technical and Adult Education (DTAE) Office of Adult Literacy reports a completion rate of 66% for both calendar years 1992 and 1993. (Figures for calendar year 1994 were not available at the time of this report.)

2. **Upgrading academic skills concurrently with enrollment in vocational-technical education programs.** GDC will allow inmates to attend vocational education classes without the appropriate literacy skills, but only if the instructors and administrators develop a personalized set of objectives and goals for each inmate.

Vocational-Technical Education Programs and On-the-Job Training

According to the *1993 Fact Book*, the Georgia Department of Corrections offers vocational-technical education opportunities to inmates in 27 of its 32 state prisons. In these institutions, vocational-technical education consists of classroom laboratories and on-the-job training (OJT) programs.

Typically, the term OJT implies that training activities, supported by an instructor or foreman, will take place "on-the-job." Both the federal and state Departments of Labor offer guidelines for determining the type, length, scope, and content of OJT programs. Normally they recommend OJT for jobs in higher skilled occupations, not entry level or low skilled work. Program development staff will often use these guidelines along with other reference materials including, but not limited to, the Dictionary of Occupational Titles, employer training plans, participant's assessment, education, prior work experiences, and the Individual Service Strategy (ISS). The ISS is the individual plan developed for a participant which includes an employment goal and appropriate achievement objectives. The OJT programs developed by GDC, however, do not take place "on-the-job." In most cases, the term means an inmate is taught a specific skill as part of a correctional work environment, but the skill may not be taught in such a way that it is part of a larger learning experience.

Vocational education is not offered at all institutions for a variety of reasons. For example, in Middle Georgia Correctional Complex-Bostic (MGCC-Bostic), the inmates are incarcerated for a short term, and it is not feasible to plan a curriculum and program that would be effective. At Lowndes Correctional Institution, the building is very small, serving a special population, and the building (when originally built) was not designed for vocational-technical education programs. At Middle Georgia Correctional Complex-Rivers, (MGCC-Rivers) the mission of the institution is a work detail mission which was never planned to be vocationally oriented. At Dodge Correctional Institution, the mission of the institution is to provide workers for Georgia Correctional Industries, which does offer some opportunities for training specific job skills in the work environment. A. L. Burrus Correctional Training Center provides services to the Georgia Public Safety Training Centers. The facility was originally planned to provide training in specific job skills in the work environment rather than in vocational education classes. (See the chart in Appendix A for a complete listing of programs offered at individual institutions.)

...vocational education is not offered at all institutions for a variety of reasons

Although programs vary from prison to prison, during FY'93 and FY'94 vocational education programs were offered in the following 35 general areas:

- **Appliance Repair**
- **Audio/Visual Equipment Repair**
- **Auto Body Repair**
- **Auto Mechanic**
- **Auto Services Detailing**
- **Barbering**
- **Building Maintenance**
- **Cabinet Making -Woodworking**
- **Carpentry**
- **Clerical Skills**
- **Commercial Art**
- **Commercial Photography**
- **Computer Equipment Repair**
- **Computer Operations/Programming**
- **Cosmetology**
- **Construction Cluster/Drafting**
- **Custodial Maintenance**
- **Dental Lab Technician**
- **Diesel Mechanics**
- **Drafting**
- **Electrical Wiring**
- **Food Preparation**
- **Graphic Arts**
- **Heating and Air Conditioning**
- **Horticulture/Floral Design**
- **Groundskeeping**
- **Industrial Maintenance**
- **Masonry**
- **Meat Processing**
- **Plumbing**
- **Radio and TV Repair**
- **Small Engine Repair**
- **Tile Setting**
- **Upholstery**
- **Welding**

Horticulture (including Floral Design and Groundskeeping) are the most offered programs (9 locations), with Custodial Maintenance second (6 locations). Masonry and Welding are offered at 5 institutions, while Auto Mechanics and Food Preparation (including Fast Food) are offered at 4 locations. The remaining courses are offered at 3 locations or less. Lee Arrendale Correctional Institution and Middle Georgia Correction Complex - Scott (MGCC-Scott) offer the highest number of classes with 11 and 10 classes offered, respectively. The least number of classes are offered at Augusta Correctional Institution, Coastal Correctional Institution, Middle Georgia Correctional Complex - Baldwin (MGCC-Baldwin) and Milan Women's Center where they each offer only 1 class. See Appendix A for a complete listing of programs offered at each institution.

Georgia Employment Forecast

As the global and U.S. economies change, the types of skills needed to enter the labor market are also changing. According to the U. S. Department of Labor, the fastest growing occupations in the nation fall into three primary categories: medical services, support services (such as fast food and child care), and positions which are characterized as requiring critical thinking skills (symbolic analyst positions). The GCOVE publication, *The Georgia Workforce 1990 - 2000 and the Projected Vocational - Technical Education Response*, reported that similar trends are projected for Georgia. That report indicated that by the year 2000, nearly one-third of all workers in Georgia will be employed in the service industries. The three largest Georgia employers will be business, health, and educational services. Robert Reich, U.S. Secretary of Labor, noted that there has been a growing dichotomy between jobs such as symbolic analyst that provide people with an adequate salary and benefits, and semi-skilled occupations which usually do not provide an adequate living wage or benefits package. He concludes that it will be important to train people for symbolic analyst occupations to assure the prosperity of the United States.

The 1993 *Your Future, The Georgia Career Guide*, published by the Georgia Department of Labor, has a listing of job classifications which are delineated according to the (1) growth rate of the occupation, (2) number of people already employed, and (3) average beginning salary. The category, "number of people already employed," includes the following range: Very Small, Small, Medium, Large, Very Large. The "growth of the occupation" category is indicated by the following range: Fast, Average, Slow, Declining, Zero. The following table shows the relationship between the types of vocational education programs offered in Georgia's correctional facilities and the projected labor needs in Georgia for that particular job classification.

TABLE 4

GEORGIA JOB PREDICTIONS

OCCUPATION	NUMBER OF PEOPLE ALREADY EMPLOYED IN MARKET	AVERAGE BEGINNING SALARY
	FAST GROWTH	
Computer Programmers	Very Large	$21,240
Photographers	Large	18,660
Drafters	Large	17,760
Painters and Paper Hangers	Very Large	15,900
Building Maintenance Workers	Large	15,600
Computer Maintenance Technicians	Large	14,520
Auto Body Repairers	Large	13,824
Tile Setters	Large	12,384
Groundskeepers and Gardeners	Very Large	12,264
General Office Clerks	Very Large	11,376
Maids and Room Cleaners	Very Large	10,800
Fast Food Cooks	Very Large	10,320
Waiters and Waitresses	Very Large	9,600
Vehicle Cleaners	Large	8,772
Kitchen Helpers	Very Large	8,772
	AVERAGE GROWTH	
Heating & Cooling System Mechanics	Large	$21,360
Machinists	Large	20,760
Plumbers	Very Large	19,896
Carpenters	Very Large	19,728
Electricians	Very Large	18,984
Graphic Artists and Designers	Large	18,696
Cabinetmakers	Large	18,552

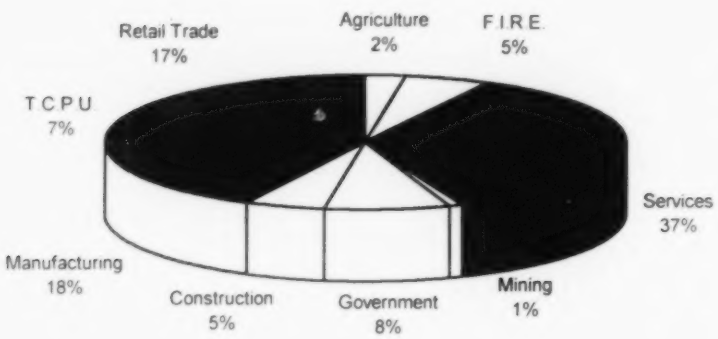
OCCUPATION	NUMBER OF PEOPLE ALREADY EMPLOYED IN MARKET	AVERAGE BEGINNING SALARY
	AVERAGE GROWTH (continued)	
Cement Masons	Large	18,348
Automobile Mechanics	Very Large	18,240
Welders	Very Large	17,460
Brick Layers	Large	16,284
Computer Operators	Large	15,600
Radio and TV Service Technicians	Medium	15,600
Small Engine Repairers	Large	15,432
Janitors	Very Large	12,960
Construction Laborers	Medium	11,988
Cosmetologists	Very Large	11,352
Dental Laboratory Technicians	Medium	10,320
Woodworking Machine Operators	Large	9,804
	SLOW GROWTH	
Upholsters	Medium	$14,652
Floral Designers	Small	11,688
	DECLINING GROWTH	
Textile Machine Operators	Very Large	$12,627
Barbers	Medium	10,320
	ZERO GROWTH	
Appliance Repairers	Medium	$12,000
Meat Cutters	Very Large	10,056

Source: *1993 Your Future, The Georgia Career Guide*

Based on information from the Department of Labor, over 66% of the jobs in Georgia are in retail, manufacturing, and services. The following pie chart shows the projected distribution of Georgia jobs. In addition to the need to demonstrate specific occupational skills, a GCOVE skills validation survey of Georgia employers and educators indicates that employees are expected to demonstrate good interpersonal skills as well. (See GCOVE's report, *What Should Georgia Students Know To Be Successful?*) Thus, there is a need for vocational education classes and OJT in Georgia's correctional institutions to train inmates in both specific job skills and interpersonal skills so that they may have the opportunity to make a successful transition into employment.

FIGURE 3

GEORGIA INDUSTRY PREDICTIONS



F.I.R.E. = Finance, Insurance, Real Estate
T.C.P.U. = Transportation, Communications, and Public Utilities

Source: 1993 *Your Future, The Georgia Career Guide*

Two criteria that may be used in assessing vocational education programs are employability (as driven by labor market demand) and the ability to make an adequate wage. A review of the State adult corrections vocational education programs indicate the following relative to these two criteria:

1. **Employability.** A large percentage (68%) of the 35 vocational education programs offered in Georgia state institutions are in occupations that are projected to be in labor markets already saturated with employees (as defined by Very Large, or Large number of people already employed). In addition, 15% of the programs are in occupations projected to be of slow, declining, or zero growth (see Table 4). Presumably, the inmates in these programs will be likely to enter a labor market that has little or low need for their skills. As the changing global economy has affected U. S., regional, and state (Georgia) employment needs, some of the more traditional vocational education programs, such as appliance repairing, have become obsolete.

According to the results of GCOVE's 1992 skills validation survey, technical or occupational skills are important, but employability skills and work ethics are of equal importance. Employability skills include career and education planning, job application/resume preparation, and interviewing. Work ethics include the ability to interact with customers, co-workers, and superiors in a "successful" manner; dependability; punctuality; respect for authority; positive attitude; personal hygiene and appearance; successful on-the-job task completion; and planning for career growth and development. Many inmates may lack these skills. However, GDC is not currently providing specific training in these areas which are considered important by educators and the business community. (See GCOVE's report *What Should Georgia Students Know To Be Successful?*) Inmates will be competing for a limited number of jobs with other available workers. Many released inmates find it difficult to reenter society because of the stigma some employers and society members may associate with prison records. It is an additional burden for inmates to compete for a limited number of jobs without adequate training and experience.

2. **Ability to make an adequate wage.** A majority (93%) of the beginning salaries in the occupations for which inmates are being trained are less than $20,000. According to the *1990 Georgia Census Population and Housing Summary*, the median household income in Georgia in 1989 was $29,021. The Governor's Office of Planning and Budget reports the 1994 federal government poverty level is $12,324 per year for a family of 3. Many (38%) of the

...two criteria that may be used in assessing vocational education programs are employability and the ability to make an adequate wage

occupations for which inmates are being trained have beginning salaries below the federal poverty level. The training offered in Georgia prisons tends to be for low-skill, low-paying occupations which make it difficult for one to support oneself or a family. In addition, 81% are for jobs within fields that are already saturated with employees (see Table 4, "Georgia Job Predictions"). Consequently, inmates are being trained in primarily low skill, low paying occupations, in markets with predicted growth potential of average, slow, declining, or zero growth.

Benefits of Vocational Education in Prisons

Data from studies conducted in Texas, Florida, and Illinois indicate that programs targeted at improving offender employability are successful. In the state of Illinois, prison officials found that released inmates who received education had a 50% higher rate of employment than inmates who did not receive education. Thus, it appears likely that inmates who receive either vocational-education, job training, or some type of education will be less likely to return to prison and more likely to become self-supporting, productive citizens.

According to the 1994 April/May issue of *On the Horizon* (a newsletter for leaders in education), the average national cost of housing a prisoner is approximately $30,000 per year. The *1993 GDC Fact Book* indicates that it costs between $17,000 and $25,000 per year (depending upon the facility) to house each prisoner in Georgia. The average stay for an inmate in a Georgia state prison is about sixteen months. Approximately 90% of all Georgia inmates will be released within three years from the date of their admission into prison.

...it costs between $17,000 and $25,000 per year to house each prisoner in Georgia

Although, the ***average*** stay in prison is about 16 months, this particular statistic does not take into account the fact that after an inmate is released, he or she may be returned for a subsequent crime. This return to prison is referred to as "recidivism." The *American Heritage Dictionary* defines this term as "the tendency to relapse into a former pattern of behavior, especially to return to criminal habits." Although the term recidivism is used by all states, there are no uniform national standards or criteria that are used in operationalizing the term. For example, Georgia does not track recidivism as it pertains to whether or not a person has committed a crime prior to or after being an inmate in the Georgia system. Instead, GDC tracks a "3 year return to prison rate" which tracks prisoners released from the Georgia system and within 3 years returned to prison in a Georgia state institution. The "3 year return to prison rate" for Georgia usually is at or about 38%. According

to an article in the April/May 1994 issue of *On the Horizon*, national recidivism rates range from 60-70% (there was no information as to what criteria was used to define recidivism). However, studies indicate that recidivism among inmates who received two years of education while serving time, amounted to only 10%.

Evaluation of Correctional Vocational Education Programs

Yearly audits are conducted by educational personnel within the Georgia Department of Corrections. These audits include gathering information on:

1. program needs,
2. quality of instruction, and
3. curriculum changes that have occurred over the previous year.

Additionally, monthly reports are submitted by all of the state correctional institutions. These reports contain class attendance records in addition to information required for specific GDC in-house needs and information needed for federal reports. A small number of state institutions supply GDC with additional information on a voluntary basis. For example, an institution may include a report about the number of teacher contacts per inmate, but it is not required. GDC conducts yearly audits of each state institution. Site visits are conducted at least once a year. However, if an institution reports specific issues that need to be addressed, an additional visit is made. For example, when an instructor alters the method of instruction, a follow up visit may occur to evaluate the changes.

GDC provides Standard Operating Procedures (SOPs) for all vocational education programs in the State prisons. The education programs at each institution must be consistent with the SOPs. However, each institution has the flexibility to supplement instruction, above and beyond the standard curriculum. They may also localize programs to address the individual needs of the institution as long as the modification is consistent with the SOPs. For example, if an instructor in a prison has expertise in an area which is not part of the program requirement, that institution has the flexibility to include a course in that area if inmate interest, institution need, or labor market trends warrant the addition. However, the addition must be consistent with the SOPs. The day-to-day operation of the education programs is handled by either the institution's Education Supervisor or Designated Lead Teacher. The educators work under the supervision of the War-

...when programs are offered in areas of declining employability and labor market projections, it is usually to address institutional needs

den/Superintendent who has ultimate responsibility for all prison operations, including education services.

Decisions are made about which specific programs to offer at a particular institution as part of the facility building process. A facility has to be designed keeping in mind any specific vocational-technical education opportunities it plans to offer. For example, if an auto mechanic or auto body repair program is to be offered, the building must be equipped to accommodate automobile bays. It is not economically feasible to add some types of programs after the building has been constructed. However, if GDC subsequently determines that a program no longer meets the criteria for either inmate employability nor meets institutional needs, it does have the flexibility to phase out the program, adapt the space to fit a different program, and find other uses for the existing equipment. This type of modification is more easily accomplished when the change in space is not significant. For example, a space in Washington Correctional Institution was originally designed for secretarial usage. GDC determined a need for a photography course at Washington and the secretarial space was converted into a dark room. Photography equipment was removed from Milledgeville where it had been stored since that program was eliminated there approximately four years ago. It would be more difficult, financially and physically, to make conversions from very dissimilar types of programs involving distinctly different needs for space and types of equipment.

As of this report, GDC has no formal, systematic process to identify programs that no longer meet the criteria for either inmate employability or institutional needs. In most instances, those programs that are offered in areas of declining employability and labor market projections, are at least addressing institutional needs. GDC officials indicate they are aware of a need to address this issue in a more systematic way.

Linkages with Other Entities

The Department of Corrections and the Department of Technical and Adult Education (DTAE) adopted a "Memorandum of Understanding" in 1991 to enhance collaborative and cooperative endeavors between the two Departments in providing technical education learning experiences to the inmate population (see Appendix B). Two significant aspects of the agreement include: (1) authorizing management at the institutional level, both the technical institute and the prison, to enter into local agreements in order to implement the conditions of the cooperative effort; and (2) establishing local coordinating committees to address ongoing matters, such as requirements for the cer-

...a Memorandum of Understanding enhances collaborative and cooperative education endeavors between GDC and DTAE

tification of programs, student registration, staff development, program delivery, and awarding certificates.

Upon completing a program of study, an inmate is awarded a "Certificate of Continuing Education." Neither the technical institute which issues the certificate, nor any other technical institute in the state, is required to accept this certificate of continuing education for admission to its on-site programs or to waive any courses. Even so, the certificate has value to the inmate for two reasons. First, it is a symbol that indicates that the inmate has satisfactorily completed a course of study in a particular subject matter. Second, since the certificate is issued by a technical institute, that institute's name is on the certificate, rather than the prison name.

For some time, GDC and DTAE have informally discussed the possibility of formulating an articulation agreement between the two Departments that would ease the transition of inmates from one educational system to the other. Informal discussions have centered around proposing an agreement whereby technical institutes would accept the "Certificate of Continuing Education," and would allow inmates who are released to receive credit for the courses that they have successfully completed in prison. The result of developing and implementing such an agreement would mean that the released inmate would be exempt from and not have to repeat those classes at the technical institute. To date, no formal discussions have been held concerning an articulation agreement, although parties in both Departments indicate that it is a long term goal.

DTAE has developed curriculum standards for all of the technical education programs that it offers at the postsecondary level. GDC has attempted to conform to DTAE's program standards as much as possible. According to GDC staff, in many cases, GDC's programs compare very favorably to those of DTAE. However, GDC has indicated that they are not equipped to conform with the applied academics portion of the DTAE technical education curriculum, because the requirements for DTAE programs are aimed at an academic level which is equivalent to entry into college. GDC's academic level is aimed at helping inmates prepare for and successfully complete the GED.

The Department of Corrections is also in the process of developing linkages with private industry for program certification. An example of this type of linkage is the construction program which has been certified by the Associated General Contractors (AGC) at Central Correctional Institute in Macon. GDC has formed a Trade/Craft Advisory Committee which includes representatives from the industry. GDC's long range goal is to have all GDC programs certified (assuming the program is in an industry that has certification).

Female Inmates

Prior to FY'93 female inmates were housed at the Women's Correctional Institute at Milledgeville. The Women's Correctional Institute was part of a campus complex housing male inmates. Because of physical proximity, women had access to a variety of vocational

education programs which originally were put in place for male inmates. Thus, many of the vocational education programs which were made available to women were in nontraditional career paths:

- auto mechanics
- graphic arts
- carpentry
- heating, ventilation, & air conditioning
- drafting
- masonry
- electrical wiring
- plumbing
- welding

In January, 1993, Governor Miller announced his decision to relocate the women's prison from Milledgeville to Atlanta to provide a resolution of a class-action lawsuit that was critical of prison conditions. Additionally, the move provides closer proximity to psychological, psychiatric, and medical services. As of this report, the transfer was still in process. At Metro, female inmates currently have vocational education opportunities in:

- graphic arts
- clerical
- horticulture
- cosmetology

Funding

In accordance with Section 225 of the Perkins Act, the state must set aside 1% of the basic grant from Perkins funds for corrections education programs. The U. S. Department of Education allocates all Georgia Perkins funds to the Georgia Department of Education which, in turn, distributes these funds to DTAE, GDC, and DCYS based upon previous agreements between the agencies which were mutually decided. The corrections portion of the Perkins funds is divided evenly between GDC and DCYS.

TABLE 5

DISTRIBUTION OF PERKINS FUNDS FOR CORRECTIONS EDUCATION

FISCAL YEAR	*TOTAL 1% PERKINS FUNDS*	*GDC*	*DCYS*
1993	$267,588	$133,794	$133,794
1994	$276,158	$138,079	$138,079

Sources: GDC and DCYS Records

Each state institution annually submits a request to GDC for resources to upgrade equipment, instructional materials, and textbooks, as well as for staff development. The administrative staff at GDC reviews each request and allocates money to meet as many needs as possible. Part of the review process may include periodic site visits in order to monitor and evaluate current performance.

GDC staff indicate that Perkins funds for FY'93 and FY'94 were to be distributed across budget categories in the following manner:

TABLE 6

GDC DISTRIBUTION OF PERKINS FUNDS

Budget Category	*FY'93*	*FY'94*
Equipment	$84,009	$107,493
Supplies/Materials	19,975	15,850
Computer Equipment	10,810	5,616
Computer Software	4,600	3,120
Travel	4,500	1,000
Repairs and Maintenance	5,000	5,000
Per Diem and Fees	4,900	- 0 -
TOTAL	$133,794	$138,079

Data Source: Georgia Department of Corrections

Challenges for Corrections Education

There are a number of important issues that GDC must consider before providing vocational education services to inmates. These issues are discussed below.

a. Security. The first criterion for placing an inmate in a facility is to determine the required level of security. Georgia prisons house inmates who pose different types of risk to the prison population, staff, and administration. Prisons are classified into four categories: low, medium, close, and maximum. Similarly, individual prisoners also impact the security risk of the institutions. These conditions, in turn, affect the variety and type of vocational education programs that a prison can offer. For example, a prison that is classified as close security and houses a young, male population will have different security concerns than a similarly close security unit which houses an older, male population. For instance, the older male population which poses less of a security risk might be given access to equipment and tools for a vocational workshop that would not be made available to the potentially higher risk young male population.

b. Variety of programming. Corrections education has two primary goals:

(1) preparing inmates for post-release employ ment and
(2) training inmates to meet the correctional system's needs.

As discussed previously, there is a gap between the vocational education offered to inmates and their post-release employment opportunities. The vocational education programs and OJT opportunities that are available to inmates generally train them for jobs that are in fields where the market is already saturated with employees. These jobs tend to be in occupations that are of average, slow, declining, or zero growth, with starting salaries that are below $20,000.

Sometimes the training needs for post-release employment coincide with the needs of the correctional system. For instance, the construction program prepares inmates for employment in a relatively high demand labor market, while at the same time it provides low cost labor for construction projects within the State prisons. In other cases, programs are more geared to meet the needs of the correctional system. The class in barbering is an example of a program that is declining in growth in the labor

...providing educational opportunities in a prison environment presents unique challenges for GDC and its correctional institutions

market, but has very high demand in the State corrections institutions. Occasionally, programs are offered that have no or low demand in the State institutions, but are in a fast growing, high demand labor market. Computer and drafting programs are examples of this situation.

c. Bed availability. If security is not an issue, the second criterion used in placing inmates is bed availability, because many institutions are at or above capacity. Therefore, inmates, generally, stay where they are first assigned. This makes it difficult to place inmates in educationally appropriate prisons--placement based on their diagnostic education assessments or vocational interests cannot be the primary consideration.

d. Transfers. When inmates are transferred from one facility to another, the new facility may not have the specific, vocational education program the inmate was enrolled in previously. Or, if the program is offered, the new facility may not use the same criteria to evaluate the completion of the program. However, GDC has begun an in house effort to standardize the criteria which are used to assess the progress made in particular vocational education programs. GDC indicates that inmates who are enrolled in academic or vocational education programs generally are not transferred very often. Every attempt is made to move these inmates last.

e. Workers for Correctional Industries. Georgia Correctional Industries (GCI) is a public corporation that utilizes inmate labor to produce needed goods and services for State agencies and other tax-supported entities. Nine manufacturing facilities (some with multiple plants) are located throughout the State on prison property. These facilities produce a variety of products and goods. The sale of some of these goods, as well as the use of inmate labor to produce some of the necessary goods and services, provides a lower cost to the State for housing inmates and, ultimately, to taxpayers.

According to the *1993 Fact Book* published by the Georgia Department of Corrections, the GCI program "provides habilitative opportunities for offenders who wish to become productive citizens upon release." This is accomplished by creating "real" work experiences for inmates. They are placed in jobs within the factories located on prison grounds, and given training for specific job skills for a particular job function. The inmate learns marketable skills while providing GCI with production output. Many of these training programs are recognized, in the form of a certificate, by techni-

...the GCI program provides habilitative opportunities for offenders who wish to become productive citizens upon release

cal institutes through an agreement with the Department of Technical and Adult Education. The certificate only indicates that the inmate has completed a specified number of hours working in a particular job. The certificate does not carry the significance nor the same weight as a diploma from a technical institute, and cannot be used for articulation.

Inmates are chosen to work at GCI based on a number of factors, none of which are necessarily a match between inmate skill, ability, and desire to work -- and GCI's need for a certain education and skill level. Each state institution has a three person Classification Committee which is generally comprised of members of the program, security, and counseling staff. The Classification Committee meets each week to determine the manpower needs of the institution, the educational system, work details, farm, food service, construction, and GCI. There are a number of conditions that determine the number of inmates who are available on a daily basis for assignment to one of these entities. Some inmates may have scheduled court appearances, are physically incapable of working, are a security risk, or are ill. Based upon the number of qualified inmates available, decisions are made by the committee members concerning inmate assignments. Usually there are more requests for inmate labor than there are suitable inmates available. GCI has the opportunity to have a representative on the Classification Committee.

f. Attendance. Generally, participation in a vocational education program is considered a privilege. At some facilities, attendance and enrollment is limited by work detail and disciplinary problems. For example, at some institutions, an inmate may not attend a vocational education program if he or she has two write-ups for disciplinary problems.

COMMENDATIONS

GCOVE recognizes that GDC faces unique challenges in providing educational opportunities for inmates. Although GCOVE offers recommendations for improvement in the adult corrections educational system, GDC is to be commended for the following strengths:

√ Adopting an educational mission statement with a commitment to vocational education

√ Maintaining a dedicated team of staff, instructors, and administrators who work toward continuous improvement in the services that they provide

√ Initiating a standardization process for vocational-technical programs

√ Developing a Memorandum of Understanding with DTAE to allow for collaborative and cooperative technical education endeavors

√ Building linkages with private industry for program certification

√ Making a commitment to develop programming which focuses on employability skills

√ Initiating a pilot project to provide transition services to inmates before and after release from prison.

DISCUSSION

To take into account all of the variables involved in corrections education is a complex and comprehensive task. In the incarceration process, prison officials attempt to accomplish several goals; primary among them is to ensure the safety of the public, employees, and inmates. Therefore, it is understood that correctional institutions do not set the education of the inmates as the first priority (nor are we suggesting that it should be).

GDC also serves a number of "publics" including the inmate population, legislators, and the taxpayers. Each of these publics has an opinion about what incarceration and rehabilitation should mean. Frequently, members of these publics do not have a philosophy which supports, either in theory or in funding, an educational approach to rehabilitation.

Educational programming does not exist in a vacuum, but is just one among a number of variables that may or may not have a positive effect on the rehabilitation of the inmate. Indeed, education may have no effect on some inmates. A truly effective correctional system must be based on a comprehensive and holistic design that finds creative ways to work within the constraints of the system and delivers all rehabilitative elements through a continuously improving process. Such elements might include attending to inmates' personal, social, drug, and alcohol related problems. The systemic process must involve all Departmental budget units in planning, implementation, and evaluation so that the greatest gains are realized. By working together, GDC budget units can create an atmosphere of collaboration, rather than competition, for the best use of the inmates' time while they are incarcerated.

In reviewing GDC's vocational-technical education programs, GCOVE found what is basically a good system, with a solid foundation and an emphasis upon mainly traditional vocational-technical education programs. Accordingly, the following recommendations are not to be taken in isolation, but within the larger context of improving a relatively adequate educational system.

Education and Recidivism. Currently there is no ***comprehensive*** method in place among any of the education agencies providing vocational-technical education to "follow-up" with former students to determine their rate of success in gaining and keeping jobs after leaving the vocational-technical education program. This is also true of GDC. At the moment no State legal barriers exist to collecting this type of follow-up information. Although GDC does have a Standard Operating Procedure that prohibits employees from contacting inmates at any time for personal information, there is no prohibition against contacting inmates for specific departmental reasons.

On the other hand, there are significant financial barriers to collecting this information. GDC is not computerized to the extent that compiling follow-up data would be a manageable task. According to one source, most of the records on inmates are written by hand and must be done in triplicate in order to maintain adequate files.

Even on a national level, correctional education is under-researched, and requires further review and evaluation. To more fully meet the needs of inmates and the educational goals of the corrections system, more research should be conducted, compiled, and evaluated. For instance, across the states, there is no uniform operational definition for the term "recidivism" applied within the field.

Nationally, some data indicates there may be a strong correlation between inmate education, employability, and recidivism. A valid and reliable composite profile of formerly incarcerated individuals needs to be established. By building a profile of the "average" post-release prisoner, benchmarks could be established for future comparison with inmate profiles after changes or planned improvements in the correctional system are implemented. Data used in building the profile could be disseminated to each correctional institution on an annual basis. Data could be delineated by institution and educational program, and could include such data elements as the rate of recidivism for each institution, rates of job acquisition and persistence. GCOVE recognizes that the cost of collecting and disseminating this type of data could initially be prohibitive. However, such a project could be phased in over time. The long-term gain could be very beneficial to GDC by providing support for making decisions about program additions, modifications, elimination, and where to target funds. For example, GDC may find it is more economically feasible to target only the academic deficiencies of the inmate (via GED preparation) or to target a particular mix of GED programs and vocational-technical programs. It is difficult to make these kinds of choices, however, without the collection of additional data.

Recommendation 1

> Explore implementing a follow-up system, including the necessary computer support, to identify the post-release outcomes of inmates, including recidivism and job placement. Such data could be used to determine the correlation, if any, between recidivism and inmate completion of vocational education programs or education programs in general.

Transition Services. In many areas, a widely accepted way to ensure an individual's successful entry into a new environment is to provide transition assistance. Professionals in business, industry, and education have assigned mentors or initiated "buddy" programs for new employees because they recognize the need to facilitate transition into the organization. It seems even more likely that prisoners would have a need for these transition services. Many inmates not only need to be taught how to seek, apply for, and keep a job or enter and stay in school, but also need to practice the process to become competent in such skills. These individuals may become easily frustrated and quit when faced with paperwork, forms, applications, and the waiting lines associated with applying for work or school. There are some who may feel this is "coddling the undesirable segment of society." However, such close supervision and aid may be the only way many of these individuals can develop the

habit of successfully completing a process. Transitional services should become an important feature of corrections, taking full advantage of local human services and education agencies.

The importance of providing support programs, including transition services for special populations, is so strong that provisions for counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities is addressed in Section 118, C (5) of the Perkins Act. Perkins defines incarcerated individuals as a part of special populations.

Recommendation 2

> Expand the pilot transition program of the Volunteer Services Section of the Offender Services Division. In addition, as in Recommendation 1, develop a baseline of data which can be used for comparison purposes to determine the success of the program. This information can then be used to determine if the program should be expanded, modified, or eliminated. Also, valid research data can be used to support future funding requests.

Employability Skills and Adequate Wages. GDC has developed programs that do not adequately reflect the needs of the labor market as indicated by most economic projections for Georgia and the nation. Inmates are educated and trained in occupational areas which offer predominately low skill, manual, low paying jobs.

The economy of the world is changing, and so are the skills needed by today's employee. Studies indicate that Georgia, as well as the rest of the nation, will have a decreasing need for manual skills. Employees cannot expect to support themselves nor their families by "the sweat of their brows" in the future. Employees need skills in critical thinking, problem solving, decision making, reasoning, adaptability, computer literacy, and the ability to communicate and work with other people in a collaborative manner. Building these skills into the curriculum at the correctional institutions would not be cost prohibitive, since in most cases an outlay of funds for equipment would not be necessary.

Recommendation 3

> Explore programs that demonstrate a relationship with the job market and "real world" opportunities, especially in fast growth markets with medium or small employee saturations, and with beginning salaries at a level significantly above the federal poverty level. Such exploration could include creating a task force to study the feasibility and advantages of establishing distance learning for many existing and new programs. This type of interactive satellite learning environment has proven very effective in teaching students certain types of procedures, processes, and equipment operation. In addition to offering new learning opportunities, distance learning cuts down considerably on the cost of buying expensive equipment, as well as the cost of its repair and maintenance. Some institutions already have satellite receiving

equipment. With additional distance learning equipment, inmates and their classroom teachers could have access to a large number of experts in a wide variety of fields.

Women Inmates: Currently women inmates have only 4 vocational opportunities. With the possible exception of horticulture, the other programs (clerical, cosmetology, and graphic arts) are in fields that have traditionally been considered "women's occupations."

The Perkins Act stresses the need to review vocational education programs for "sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations." According to the U. S. Department of Labor, a woman in the non-incarcerated population earns about 66 - 70 cents for each dollar earned by a man. By providing opportunities in traditionally male-dominated fields with higher salaries, women inmates are given the potential to earn a sufficient salary to support themselves and their families, and hence, may be less likely to return to crime. With the increasing availability of distance learning, it is an opportune time to explore options to increase educational opportunities for women and to seek creative solutions.

Recommendation 4

Increase the vocational opportunities for women inmates, particularly in non-traditional career fields.

On the Job Training (OJT). GDC and Georgia Correctional Industries (GCI) categorize the work opportunities inmates have as OJT. However, GDC and GCI have developed an in-house definition for OJT, and do not currently use the parameters set forth in the U. S. Department of Labor's definition of OJT. GDC and GCI use the designation mainly to differentiate between classroom instruction and non-classroom instruction. Therefore, the majority of the OJT opportunities in the adult corrections system do not meet federal OJT guidelines. A more suitable descriptive term for what Georgia inmates receive might be "learning in the work environment by performing the job." In some cases, inmates are expected to pass a competency checklist. Inmates have access to related instructional materials, but they are not required to use them.

Since the inmates are already learning by performing the job in the work environment in a number of state institutions, including GCI, it would not be difficult to bring federal OJT conformity to the programs. With some modification, these work environments could meet the guidelines of OJT. In addition, prison labor could continue to be used to manufacture products and services, and provide for institutional needs to help contain operational costs.

Recommendation 5

GDC should expand its view of vocational education to include OJT as defined by federal standards. This would require no outlay of additional funds for equipment. It would, however, require personnel to develop specific training objectives, guidelines, and plans; deliver and monitor the instruction while on the job; and conduct assessments.

APPENDICES

Appendix A

TYPES AND LOCATION OF EDUCATIONAL PROGRAMS

INSTITUTION	ACADEMIC	VOCATIONAL	O.J.T.
Augusta Correctional/ Medical Institution	Literacy/Remedial Reading Adult Basic education GED Preparation	Small Engine Repair	Food Preparation Laundry Groundskeeping Small Engine Repair Nursing Assistant
Lee Arrendale Correctional Institution	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Appliance Repair Auto Mechanics Auto Body Repair Barbering Cabinet Making/ Woodworking Electrical Wiring Food preparation Masonry Small Engine Repair Upholstery Welding	Auto Mechanics Boiler Plant Operations Building Maintenance Laundry/Dry Cleaning Meat Processing Warehousing Wastewater Treatment Food preparation • Electrical Wiring • Plumbing Water Treatment Welding Firefighter
Jimmy Autry Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Computer Equipment Repair Tile Setting	
A. L. Burrus Correctional Training Center	Literacy/Remedial Reading Adult Basic Education GED Preparation		Auto Mechanics Building Maintenance Firefighter Graphic Arts Heating & Air Conditioning Warehousing Custodial Maintenance
Central Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Construction Cluster Horticulture/ Groundskeeping	Food Preparation Warehousing Building Maintenance
Coastal Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Horticulture	Building Maintenance Warehousing Food Preparation Laundry Clerical Skills
Dodge Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation		Food Preparation

• Apprenticeship program operated with the U. S. Department of Labor

INSTITUTION	ACADEMIC	VOCATIONAL	O.J.T.
Georgia Diagnostic and Classification Center	Literacy/Remedial Reading Adult Basic Education GED Preparation		Food Preparation
Georgia State Prison	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Auto Mechanics Auto Body Repair Construction Cluster Radio & TV Repair Welding	Building Maintenance Clerical Custodial Maintenance Firefighter Groundskeeping Laundry
Hancock Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Custodial Maintenance Fast Food preparation	
Forest Hays, Jr. Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Audio/Visual Repair Horticulture/ Groundskeeping	Building Maintenance Food Preparation Boiler Room Worker Laundry/Dry Cleaning
Johnson Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Computer Operation/ Programming Custodial Maintenance	Food Preparation Building Maintenance Custodial Maintenance Laundry Groundskeeping Warehouse
Lee Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Auto Mechanics Building Maintenance Heating & Air Conditioning	Food Preparation
Lowndes Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation		
Middle Georgia Correction Complex - Bostick	Literacy/Remedial Reading Adult Basic Education GED Preparation		
Middle Georgia Correction Complex - Men's	Literacy/Remedial Reading Adult Basic Education GED Preparation	Horticulture/Floral Design	

INSTITUTION	ACADEMIC	VOCATIONAL	O.J.T.
Middle Georgia Correction Complex - Rivers	Literacy/Remedial Reading Adult Basic Education GED Preparation		Meat Processing Forestry Groundskeeping
Middle Georgia Correction Complex - Scott	Literacy/Remedial Reading Adult Basic Education GED Preparation Special education	Auto Mechanics Carpentry Drafting (Architectural) Electrical Wiring Graphic Arts Heating & Air Conditioning Masonry Meat Processing Plumbing Welding	
Middle Georgia Correction Complex - Baldwin	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Cosmetology/ Hair Styling	
Macon Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Upholstery Horticulture Computer Operations Fast Food Audio/Visual Equipment Repair	Barbering Building Maintenance Fire Fighter Food Preparation Laundry
Metro Correctional Institution	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Custodial Maintenance Cosmetology Horticulture Graphic Arts Clerical Skills	Building Maintenance Food Preparation Laundry Warehousing Groundskeeping Custodial Maintenance Auto Mechanic
Milan Women's Center	Literacy/Remedial Reading Adult Basic Education GED Preparation		Food Preparation Custodial Maintenance Horticulture
Montgomery Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation		Food Preparation

INSTITUTION	ACADEMIC	VOCATIONAL	O.J.T.
Clyde N. Phillips Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Auto Mechanics Auto Body Repair Cabinet Making/ Woodworking Masonry Small Engine Repair Welding	Food Preparation
Rogers Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation		Barbering Auto Mechanics Building Maintenance Cannery Operations Farm Equipment Mechanics & Operations Farm Operations Livestock Fire Fighting Food Preparation Meat Processing Warehousing Wastewater Treatment
Rutledge Correctional Institution	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Barbering Drafting (Mechanical)	Food Preparation
Smith Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Computer Equipment Repair Commercial Art Fast Food Masonry Horticulture	Food Preparation
Telfair Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Industrial Maintenance Diesel Mechanics	
Valdosta Correctional Institution	Special Education Literacy/Remedial Reading Adult Basic Education GED Preparation	Appliance Repair Heating & Air Conditioning Custodial Maintenance	Food Preparation

INSTITUTION	ACADEMIC	VOCATIONAL	O.J.T.
Walker Correctional Institution	Literacy/Remedial Reading Adult Basic education GED Preparation	Welding Masonry Machine Shop	Auto Mechanics Building Maintenance Farm Equipment Mechanics & Operation Farm Operation Livestock Food Preparation Warehousing
Ware Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Carpentry/ Woodworking Computer Operations Dental Laboratory Technician Upholstery	Food Preparation Radio & TV Repair Building Maintenance Laundry Warehousing Welding Barbering Recycling Clerical HVAC Plumbing Masonry
Washington Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation	Custodial Maintenance Groundskeeping Commercial Photography	Food Preparation Warehousing
Wayne Correctional Institution	Literacy/Remedial Reading Adult Basic Education GED Preparation		Food Preparation Fire Fighter Farm Equipment Operator Groundskeeper Building Maintenance Clerical Skills Auto Maintenance Small Engine Repair Water Treatment Laundry Recreation Aide

Appendix B

MEMORANDUM OF UNDERSTANDING

FOR

COLLABORATIVE AND COOPERATIVE TECHNICAL EDUCATION ENDEAVORS

BETWEEN

GEORGIA DEPARTMENT OF CORRECTIONS

AND

GEORGIA DEPARTMENT OF TECHNICAL AND ADULT EDUCATION

The goals and objectives of the Georgia Department of Corrections and the Georgia Department of Technical and Adult Education intersect at many points. We welcome the opportunity to work together to provide valuable technical continuing education learning experiences to the inmate population in the state. To enhance the cooperation between the Georgia Department of Corrections and the Department of Technical and Adult Education, the following conditions are agreed to.

I. BOTH PARTIES AGREE:

A. To authorize management at the institutional level to enter into local agreements for the purpose of implementing the conditions of this cooperative effort.

B. That local coordinating committees are to be established to address ongoing matters such as requirements for certification of programs, student registration, awarding of certificates, staff development, and program delivery.

C. That vocational education programs, Correctional Industries operations, and other on-the-job training sites, for which a training potential has been determined, are considered potential settings for certified technical continuing education programs.

II. THE DEPARTMENT OF CORRECTIONS AGREES:

A. To identify and submit programs for consideration and approval by DTAE as certified technical continuing education programs.

It shall be the policy of both parties herein that any modification or termination of the document shall be made in writing not less than thirty (30) days prior to such modifications or termination.

GEORGIA DEPARTMENT OF CORRECTIONS

Bobby K. Whitworth, Commissioner

Date 12/12/91

GEORGIA DEPARTMENT OF TECHNICAL AND ADULT EDUCATION

Kenneth H. Breeden, Commissioner

Date 12/13/91

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The Georgia Council on Vocational Education is a private sector led citizens advisory council. Members are appointed by the Governor and represent business, industry, labor, agriculture and education. The primary responsibility of the Council is to advise the Governor, the Governor's Employment and Training Council, the State Board of Education, the State Board of Technical and Adult Education, the business community, and the general public of the state on policies and initiatives that should be undertaken to strengthen and modernize vocational-technical education.

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